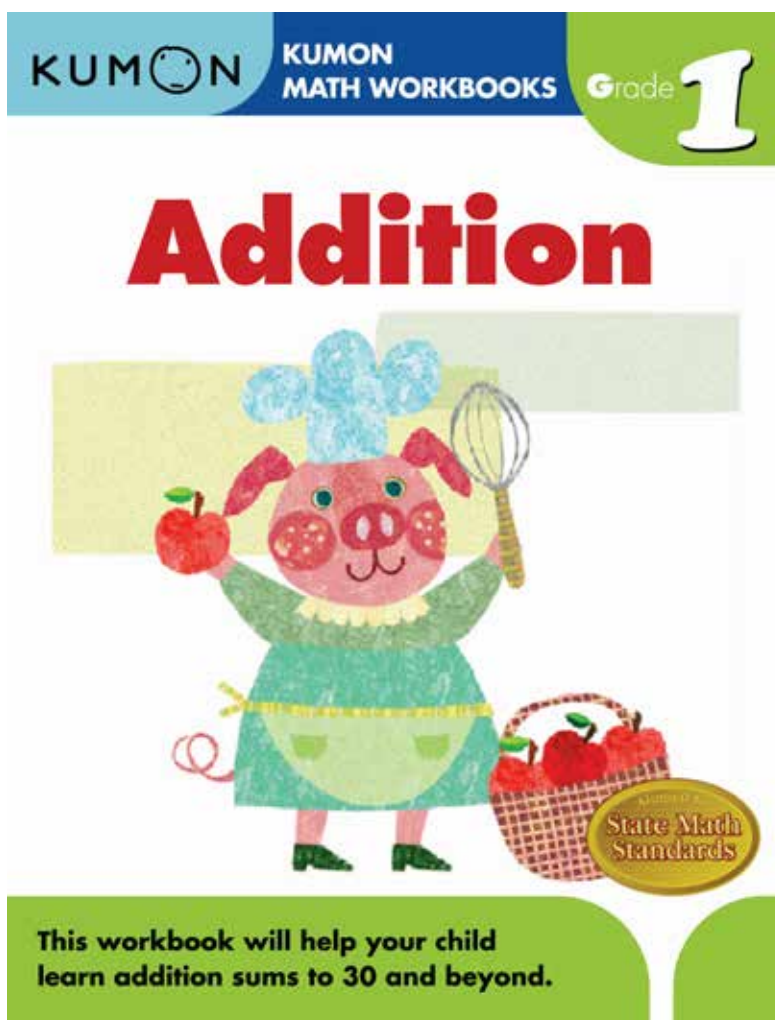


Kumon *Grade 1 Addition* Workbook Educator's Guide

Using Kumon Calculations Workbooks: General Guidance 2
Daily Guide: *Grade 1 Addition* 4



Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or to **provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none">• Learn the new concept(s) using an efficient and targeted approach• Avoid development of misconceptions• Progress toward mastery of the relevant math facts and procedures• Improve your child's mental calculation abilities and their ability to learn independently	<ul style="list-style-type: none">• Refine and deepen understanding of the concept(s)• Solidify mastery of math facts and gain procedural fluency• Identify and correct misconceptions• Improve your child's mental calculation abilities and their ability to learn independently

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit www.kumon.com for more information about our Learning Centers.

Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none">• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.
Sequencing
<ul style="list-style-type: none">• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content. <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

Checking Answers and Moving On

- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 1 Addition*, see the next page.

KUMON Grade 1 Addition Workbook: Daily Guide



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Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

Date	Book Section	PP.	Description	Educator Notes
TOPIC: Writing Numbers				
	1	2-3	<ul style="list-style-type: none"> • Practice tracing the numbers 1 through 6 	<p>Dots show students where to begin each line and stars show where it ends. For numbers that consist of more than one line (like four), the steps are numbered. You can use this as an additional opportunity to reinforce numbers by having your child point to the lines in order before tracing them. The numbers 1 through 10 are printed at the top of the page and can also be used to for additional practice counting. For instance, you can ask: <i>Where is the number two? What number comes before? What number comes after?</i></p> <p>Encourage your child to write carefully and take as much time as they need. This section may be a review for them, but hurrying can result in sloppiness.</p>
	2	4-5	<ul style="list-style-type: none"> • Practice tracing the numbers 5 through 10 	<p>Continue to keep your child focused on writing the numbers neatly and carefully. If you see that their numbers are difficult to read, remind them to stay within the lines and to take their time.</p>
	3	6-7	<ul style="list-style-type: none"> • Write the numbers 1 through 10 while looking at an example • Count dots and writing the number • Write the number 0 	<p>Encourage your child to look at the example while writing each number. Remind them to take their time while they write.</p> <p>Have your child count the dots out loud before writing each number. When they reach the number 0, read the hint aloud to them. Remind them that zero is less than one.</p> <p>You can have your child count the apples in the tree for extra practice.</p>
	4	8-9	<ul style="list-style-type: none"> • Write the numbers 1 through 15 • Write numbers with and without a hint 	<p>When your child reaches a number that has no hint, ask them to say the number out loud before writing it. They can look at the grid on p. 8 when they need help, but encourage them to write it on their own if they're able to.</p> <p>Ask your child what they notice about the numbers 11 through 15 and have them look at the numbers 1 through 5 above. Help them see that 11 through 15 is written like the numbers 1 through 5, but with a 1 in front.</p>
	5	10-11	<ul style="list-style-type: none"> • Write the numbers 1 through 20 	<p>Prompt your child to observe that the numbers 16 through 19 are the numbers 6 through 9 with a 1 in front, and that 20 is like ten with a two instead of a one.</p> <p>If they get stuck on any questions, ask them what the second digit is. Then ask them what the first digit is. Allow them to look back at the grid to find the number if they're not sure. If your child seems frustrated, give them a chance to practice writing the numbers 11 through 20 on scratch paper a few more times and allow them to return to this lesson when they feel ready.</p>
TOPIC: Table of Numbers				
	6	12-13	<ul style="list-style-type: none"> • Write numbers 1 through 30 • Fill in missing numbers in table of numbers 	<p>This is lesson helps children practice recognizing patterns in how numbers are written. Prompt your child to notice patterns that they see going across each row and down each column.</p>
	7	14-15	<ul style="list-style-type: none"> • Write numbers 1 through 50 • Fill in missing numbers in table of numbers 	

Date	Book Section	PP.	Description	Educator Notes
	8	16–17	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	This is the largest amount of numbers your child has learned in one lesson, so don't be concerned if they don't master them at once. They will practice in the next few lessons.
	9	18–19	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	Prompt your child to make observations about the patterns that they see going across rows.
	10	20–21	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	
	11	22–23	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	Prompt your child to make observations about patterns that they see going down columns.
	12	24–25	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	
	13	26–27	<ul style="list-style-type: none"> Write numbers 1 through 100 Fill in missing numbers in table of numbers 	
	14	28–29	<ul style="list-style-type: none"> Write numbers 1 through 120 Fill in missing numbers in table of numbers 	You may want to have your child look back at a number chart that shows the numbers 1 through 20 and compare it against the chart here that shows the numbers 101 through 120.
TOPIC: Adding 1				
	15	30–31	<u>Adding 1, 1+1 to 10+1:</u> <ul style="list-style-type: none"> Writing the number that comes next Tracing problems before solving them 	First have your child write the number that comes next. You can have them look at a number chart while they answer the first few questions, but after that they should answer it without looking if possible. Once they are comfortable writing the number that comes next, explain that what they are doing is adding one. You can also use manipulatives to illustrate. Encourage your child to explain what they are doing out loud as they write. For example, <i>six plus one equals seven, because seven is one more than six.</i>
	16	32–33	<u>Adding 1, 1+1 to 10+1:</u> <ul style="list-style-type: none"> Solving problems (no tracing) 	If your child gets stuck, encourage them to think aloud. If they make a mistake, have them check their answer by looking back at a number chart.
	17	34–35	<u>Adding 1, 5+1 to 20+1:</u> <ul style="list-style-type: none"> Introducing numbers greater than 10 with some tracing 	Use the above strategies to help your child if they get stuck. They should be able to notice and apply patterns, but prompt them to take their time and focus on accuracy. From time to time, ask them to think aloud as they solve a problem so that you can monitor their understanding.
	18	36–37	<u>Adding 1, 5+1 to 30+1:</u> <ul style="list-style-type: none"> Introducing numbers greater than 20 with some tracing 	
	19	38–39	<u>Adding 1, 25+1 to 40+1:</u> <ul style="list-style-type: none"> Introducing numbers greater than 30 with some tracing 	
	20	40–41	<u>Adding 1, 100+ 1 and beyond:</u> <ul style="list-style-type: none"> Introducing numbers greater than 40 (no tracing) 	
TOPIC: Adding 2				
	21	42–43	<u>Adding 2, 1+2 to 10+2:</u> <ul style="list-style-type: none"> Adding two on a number chart Tracing problems before writing 	Point to the number chart and model moving forward two numbers. Explain to your child that adding two is the same as finding the number that is two more. Tell them, <i>Three plus two is five. Five is two more than three.</i> When they begin solving problems on their own, have them read the problem aloud and narrate their thinking as they solve. If they have difficulty, allow them to look back at a number chart and practice counting until it becomes familiar to them.
	22	44–45	<u>Adding 2, 1+2 to 10+2:</u> <ul style="list-style-type: none"> Solving problems (no tracing) 	Use the above strategies to help your child if they get stuck. They should be able to notice and apply patterns, but prompt them to take their time and focus on accuracy. From time to time, ask them to think aloud as they solve a problem so that you can monitor their understanding.
	23	46–47	<u>Adding 2, 5+2 to 20+2:</u> <ul style="list-style-type: none"> Solving problems (no tracing) 	
	24	48–49	<u>Adding 2, 14+2 to 30+2:</u> <ul style="list-style-type: none"> Solving problems (no tracing) 	

Date	Book Section	PP.	Description	Educator Notes
	25	50–51	<u>Adding 2, 26+2 to 45+2:</u> • Solving problems (no tracing)	
TOPIC: Adding 3				
	26	52–53	<u>Adding 3, 1+3 to 10+3:</u> • Adding three on a number chart • Tracing problems before writing	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	27	54–55	<u>Adding 3, 1+3 to 15+3:</u> • Solving problems (no tracing)	
	28	56–57	<u>Adding 3, 11+3 to 25+3:</u> • Solving problems (no tracing)	
TOPIC: Adding 4				
	29	58–59	<u>Adding 4, up to 10+4:</u> • Solving problems with some tracing	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	30	60–61	<u>Adding 4, up to 19+4:</u> • Solving problems (no tracing)	
TOPIC: Adding 5				
	31	62–63	<u>Adding 5, up to 10+5:</u> • Solving problems with some tracing	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	32	64–65	<u>Adding 5, up to 19+5:</u> • Solving problems (no tracing)	
TOPIC: Adding 6				
	33	66–67	<u>Adding 6, up to 10+6:</u> • Solving problems (some tracing)	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	34	68–69	<u>Adding 6, 1+6 to 15+6:</u> • Solving problems (no tracing)	
TOPIC: Adding 7 and 8				
	35	70–71	<u>Adding 7, up to 10+7:</u> • Solving problems (some tracing)	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	36	72–73	<u>Adding 7 and 8:</u> • Solving problems (some tracing)	
	37	74–75	<u>Adding 8:</u> • Solving problems (no tracing)	
TOPIC: Adding 9 and 10				
	38	76–77	<u>Adding 9:</u> • Solving problems (some tracing)	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	39	78–79	<u>Adding 9 and 10:</u> • Solving problems (some tracing)	
TOPIC: Adding Sums up to 16				
	40	80–81	<u>Mixed review, sums up to 16:</u> • Solving problems (some tracing)	Explain to your child that order doesn't matter, and 2+3 is the same as 3+2. You can use a number chart or another manipulative to demonstrate. This will help them solve more quickly, because adding 2 to 9 is easier than adding 9 to 2 if you are counting.
TOPIC: Adding Sums up to 20				
	41	82–83	<u>Mixed review, sums up to 20:</u> • Solving problems (no tracing)	
TOPIC: Adding Sums up to 28				
	42	84–85	<u>Mixed review, sums up to 28:</u> • Solving problems (no tracing)	
TOPIC: Review				
	43	86–87	<u>Review:</u> • Number charts • Adding single-digit numbers	Be sure your child checks their final answers and reviews any that they missed. Your child can repeat this as many times as needed until they can earn a perfect score.